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ABSTRACT

Title VI provide Federal funds to states through the Elementary and Secondary Education Act of 1965 as amended in 1994. Title VI funds can support one or more programs that include school reform activities, the purchase and use of instructional and educational materials, programs for the gifted and talented, and programs of various sorts for the disadvantaged. In 1995-96 the Austin Independent School District (AISD) (Texas) received $502,891 which included $36,488 carried over from the preceding year. Funds were allocated to a variety of programs, including: (1) Year-Round School Intersessions; (2) Coordinator of Volunteers; (3) Visiting Teachers; (4) High School College Dual Credit; (5) Library Resources; (6) HOST Software; (7) Middle School "Transition In" Program; (8) Nonpublic schools; and (9) Reading Recovery. Evaluations were conducted of some of these programs. Over 96% of the 80 librarians responding to a survey agreed that the library materials purchased with Title VI funds are effective in enhancing the educational experience of students. The Coordinator of Volunteers believed that the position benefited the district through its liaison functions, and surveyed visiting teachers believed that they supported district objectives by connecting resources and providing student services. Continued Title VI funding will enable the AISD to meet the needs of at-risk and disadvantaged students. Among the recommendations for the coming year is a thorough evaluation of the Reading Recovery Program. (Contains 6 figures and 13 references.) (SLD)

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TITLE VI

1995-96 Final Report

ED 410 236

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Austin Independent School District

Office of Program Evaluation

Department Of Accountability, Student Services, and Research

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TITLE VI : 1995-96 FINAL REPORT

EXECUTIVE SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF ACCOUNTABILITY, STUDENT SERVICES , AND RESEARCH
OFFICE OF PROGRAM EVALUATION

Author: Julia Griffith

Program Description

Title VI provides federal funds to states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1994 by Public law 103-382. Title VI funds can support one or more programs which include:

- School reform activities that are consistent with the Goals 2000: Educate America Act;
- Programs for the acquisition and use of instructional and educational materials, including library services and materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program;
- Programs to provide for the educational needs of gifted and talented children;
- School improvement programs or activities (under sections 1116 and 1117);
- Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software;
- Promising education reform projects, including effective schools and magnet schools;
- Programs to improve higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school; and
- Programs to combat illiteracy in the student and adult population, including parent illiteracy.

In 1995-96, the Austin Independent School District (AISD) received a total of $502,891, which included $36,488 rolled forward from the 1994-95 school year. Funds were allocated to the following programs (funds were also allocated to administration/ management and evaluation); *Year-Round School Intersessions, Coordinator of Volunteers, Visiting Teachers, High School College Dual Credit, Library Resources, HOST Software, Middle School "Transition In" Program, Nonpublic Schools, and Reading Recovery.*

Major Findings

1. Over 96% of the 80 librarians responding to the survey agreed that the library resources purchased with Title VI funds are effective in enhancing the educational experience of students by making available more books and a greater variety of books. (Page 6)

2. The Coordinator of Volunteers believes that this position benefits the District by being a liaison between potential volunteers and AISD. (Page 3)

4. The Visiting Teachers believe they support campuses in achieving success for all students by connecting district and community resources and providing direct and indirect services to students, parents, and staff. (Page 11)

Budget Implications

Mandate: Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1994 by Public law 103-382 and the National Literacy Act of 1991, Section 302.

Funding Amount: $502,891

(Entitlement of $466,403 plus $36,488 rolled forward from 1994-95)

Funding Source: Federal

Implications: Title VI has provided funding to AISD to expand existing programs and implement new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state or local funding sources. Continued funding will allow the District to provide programs that meet the needs of at-risk students, provide for the acquisition and use of educational materials, and provide programs to improve higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school. Title VI would also provide for other innovative projects, such as school reform activities that are consistent with the Goals 2000: Educate America Act.

Recommendation

Because the Reading Recovery program receives the majority of Title VI funding, Title VI should conduct a thorough evaluation to better determine the program's effectiveness.

Management Response

The Director of State and Federal Programs concurs with the recommendation.

1995-96 TITLE VI
PROGRAM SUMMARY

TITLE VI COMPONENT	ALLOCATION FROM TITLE VI (COST)**	ACTUAL EXPENDITURE	NUMBER SERVED	COST PER STUDENT* OR STAFF	METHOD OF EVALUATION
Year-Round School Intersessions	$34,000	$30,667	484	$63	Please refer to the Title I final report
Coordinator of Volunteers	$30,779	$30,025	1 Staff	$30,025	Staff survey
High School Dual Credit	$12,500	$1,584	9	$176	No evaluation conducted (See p.13)
Library Resources and Host Software	$41,482	$37,161	74,480	$ .50	Librarian surveys
Middle School "Transition In" Program	$4,500	$1,549	1,355	$ 1.14	Staff surveys
Nonpublic Schools	$23,345	$19,399	4,149	$4.68	Rating of purchases
Visiting Teachers	$73,057	$53,729	1.7 full-time Staff Equivalents	$31,605	Staff surveys
Reading Recovery	$233,610	$248,393	6 Staff	$41,399	Please refer to the Title I final report

* Cost is the expense over the regular District per student expenditure of about $4,000.
** Figures reflect Title VI allocations only. Programs may receive additional funds from other sources. Total cost per student, therefore, may be higher.

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TITLE VI
1995-96 FINAL REPORT

INTRODUCTION

Title VI, formerly Chapter 2 Formula, provides federal funds to states under the Elementary and Secondary Education Act of 1965 (ESEA) as amended by Public Law 103-382 in 1994. Title VI, as amended, is intended to contribute to the improvement of elementary (including preschool) and secondary educational programs in both public and nonpublic, nonprofit schools. According to Public Law 103-382, Title VI, Section 6001 (b), the purpose of Title VI programs is to:

1. Support local education reform efforts which are consistent with and support statewide reform efforts under Goals 2000: Educate America Act;
2. Support State and local efforts to accomplish the National Education Goals;
3. Provide funding to enable State and local educational agencies to implement promising educational reform programs;
4. Provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials; and
5. Meet the special educational needs of at-risk and high-cost students.

A school district receiving Title VI funds must use those funds to supplement and, to the extent possible, increase the level of funds that would be made available in the absence of Title VI funds. *Federal funds may not be used to supplant local funds.* School districts may use Title VI funds to expand existing programs and/or add new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state and local funding sources. *In no case, however, may a school district supplant local funds by replacing local funds with Title VI funds.*

States earn Title VI funds based on their school-aged population. States, in turn, allocate at least 80% of these funds to local school districts based on a formula computed on enrollment and high-cost students. AISD's 1995-96 allocation, based on AISD's 1994-95 enrollment of 72,261, was $466,403, in addition to $36,488 rolled forward from 1994-95 for a total of $502,891. A total of $429,928 was allocated to the targeted assistance areas Title VI funds can support shown on the following page. Nonpublic schools received a total of $23,345 during the 1995-96 school year. The remaining $49,618 in funding was used for management and evaluation of Title VI.

1995-96 AISD Assistance Areas Funded By Title VI

EXPENDITURE*	% OF TOTAL EXPENDITURE	ASSISTANCE AREA	TITLE VI COMPONENT
$1,584	.03%	School reform activities that are consistent with the Goals 2000: Educate America Act	• High School College Dual Credit
$37,161	8%	Programs for the acquisition and use of instructional and educational materials, including library services and materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program	• Library Resources • HOST Software
$ 0	NA	Programs to provide for the educational needs of gifted and talented children	• None funded during the 1995-96 school year
$ 0	NA	School improvement programs or activities (under sections 1116 and 1117)	• None funded during the 1995-96 school year
$ 0	NA	Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software	• None funded during the 1995-96 school year
$30,025	6%	Promising education reform projects, including effective schools and magnet schools	• Coordinator of Volunteers
$85,945	18%	Programs to improve higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school	• Middle School "Transition In" Program • Visiting Teachers • Year-Round School Intersessions
$248,393	53%	Programs to combat illiteracy in the student and adult population, including parent illiteracy	• Reading Recovery

* In addition to the $403,108 expended by the programs listed above, $19,399 (4%) was expended for nonpublic, nonpublic schools and $47,720 (10%) was expended for management and evaluation of Title VI, for a total of $470,227.

COORDINATOR OF VOLUNTEERS

The Coordinator of Volunteers rated highly the effectiveness of her services funded through Title VI.

PROGRAM DESCRIPTION

During the 1995-96 school year, Title VI allocated $30,779 and expended $30,025 for a half-time Coordinator of Volunteers to provide support for campus recruitment, retention, and recognition of community volunteers. The duties of this position included development and distribution of materials, volunteer recruitment, maintaining a central database of volunteer hours, establishing ongoing communication with other area volunteer agencies and working with community organizations for support of campus needs. To meet the goals of the position, the Coordinator of Volunteers :

- Completed a thirty hour Volunteer Management Academy offered through ACC Continuing Education;
- Completed the requirements for certification as a Volunteer Administrator by the Directors of Volunteers in Austin (DOVIA);
- Completed a recruitment brochure to distribute to each campus volunteer contact;
- Completed a volunteer contact handbook for distribution at the beginning of the 1996-97 school year;
- Distributed approximately 7,000 Volunteer Certificates of Appreciation to schools for use during Volunteer Appreciation Week, April 21-27; and
- Provided a Volunteer Recognition Reception attended by volunteers, volunteer campus contacts, principals, members of the Board of Trustees, the Deputy Superintendent for Instruction and School Operations, and the Superintendent.

EFFECTIVENESS

During the 1995-96 school year a survey was developed by the Office of Program Evaluation to determine what services were provided by the Coordinator of Volunteers. The Coordinator of Volunteers reported that she managed 5,664 volunteers who volunteered a total of 112,016 hours to 59 AISD schools and programs.

To obtain greater numbers of volunteers, the Coordinator of Volunteers:

- Participated in the Volunteer Fair at UT-Austin both in the fall and spring;
- Participated in the City of Austin Utilities Volunteer Fair;
- Participated in monthly DOVIA meetings to share information concerning volunteer needs;
- Communicated with schools regarding the UT Special Projects Program both semesters to give them an opportunity to request one-time help from UT students;
- Supplied Capital Area Volunteer Center with information to be included in the Lend a Hand section of the *Austin American-Statesman*; and
- Filed an open request with the Capital Area Volunteer Center.

Overall, the Coordinator of Volunteers believed that the district benefitted from having a liaison between potential volunteers and AISD. She stated that potential volunteers have sometimes tried unsuccessfully to reach schools for whom they wish to volunteer. The Coordinator of Volunteers maintains direct contact with the principal, supplies principals with the names of potential volunteers and completes follow-up calls to assure potential volunteers that the district does need and want their support.

LIBRARY RESOURCES

Over 96% of the 80 librarians returning surveys agreed that the library resources purchased with Title VI funds were effective in enhancing the educational experience of students by making available more books and a greater variety of books. The per-student cost for the program students was 50¢.

UTILIZATION

Title VI allocated $41,482 to purchase library resources for elementary and secondary campuses for the purpose of improving the quality of instruction. Elementary schools were allocated $350 each. Middle/junior high school and high school campuses were allocated $500 each. Dawson and Zavala Elementary Schools also received a total of $5,255 for additional software. Schools reported purchasing books, software, computers, CD ROMs, maps, globes, and audio-visual materials with their 1995-96 Title VI allocations. Allocations and expenditures per grade level and cost per student are presented in Figure 3.

FIGURE 3
COST OF LIBRARY RESOURCES AND HOST SOFTWARE, 1995-96

SCHOOL LEVEL	ALLOCATION	EXPENDITURE	STUDENT ENROLLMENT	COST PER STUDENT
High School	$5,340	$4,581	17,619	$ .26
Middle/Junior High School	$7,500	$7,257	15,659	$ .46
Elementary School	$28,642	$25,323	41,202	$ .61
TOTAL	**$41,482**	**$37,161**	**74,480**	**$ .50**

Effectiveness

A survey was sent in the spring of 1996 by the Office of Program Evaluation to 88 librarians within the District to obtain their opinions about the use and effectiveness of Title VI funds for library resources.

- Of the librarians who returned surveys (return rate of 91%, N=80), 86% responded that the librarian made the decisions concerning library purchases made with Title VI funds. A total of 14% responded that the principal was also responsible for making the decisions. Another 9% responded that decisions concerning purchases were also made by a staff commitee*.

- Of the librarians who returned surveys, 98% agreed that the new library resources purchased with Title VI funds this year were effective in enhancing the educational experience of students.

- Similarly, 98% responded that library resources purchased with Title VI funds increased the variety of materials available to students, while 96% responded that more materials were available to more students because of Title VI funds.

* Schools using more than one method for decision-making concerning purchases are counted more than once.

MIDDLE SCHOOL "TRANSITION IN" PROGRAM

All of the Transition In Program staff at schools offering "Transition In" services believed that the program accomplished its goal of facilitating the moving of students to a new school.

FUNDING

Title VI allocated a total of $4,500 in 1995-96 for the Middle School "Transition In" Program. Each school received a total of $300 to pay for these services during the year. During the 1995-96 school year, four of the 15 AISD middle/junior high schools provided "Transition In" services with Title VI funds. All four schools responded to a survey requesting descriptions of the services they provided with Title VI funds.

PROGRAM DESCRIPTION

The Middle School "Transition In" Program is designed to facilitate the transfer of a student to a new school setting. It is used primarily to expose 5th and 6th graders to the new school they will be attending when they move to the 6th or 7th grade. Moving to a new school setting is often anxiety provoking. Through the "Transition In" program, students are exposed to their new school with the hope that this experience will alleviate some of the students' fears about their impending transfers. Fifth-grade students received these services from the particular middle/junior high school they would be attending. The middle schools which responded to the survey and the services they provided are shown in Figure 4.

FIGURE 4
MIDDLE SCHOOL "TRANSITION IN" SERVICES

MIDDLE SCHOOLS PARTICIPATING	SERVICES PROVIDED THROUGH THE MIDDLE SCHOOL "TRANSITION IN" PROGRAM
Bailey Middle School	• Parent showcase night • Visits by administrators/counselors to elementary schools • 5th graders visit campus • Summer activities planned
Lamar Middle School	• "Who I Am and Who I Want To Be" educational materials
Pearce Middle School	• Purchased student study planners for entering 6th grade which parents reviewed
Murchison Middle School	• Feeder schools went to campus for "Cooperative Day" for interactive groups facilitated by PALS • 5th graders toured Murchison • Parents accompanied students during activities

Students Served

Four middle schools reported serving 1,355 students with $1,549 in Title VI funds through the 1995-96 Middle School "Transition In" Program. The program served 5th, 6th, 7th and 8th graders (8th graders were helped with their transition into high school). Total documented cost per student served was $1.14.

Self-Evaluation By Participating Schools

In the spring of 1996, a survey designed by the Office of Program Evaluation was sent to the "Transition In" coordinator of the four schools which offered Transition In services; all surveys were returned. Evaluation was not conducted on middle schools which provided "Transition In" services with monies other than Title VI. Students served by these schools are not included in per-student served cost calculations.

All of the Transition In Program staff at participating schools responding to the survey indicated that *they believed the program accomplished its goal of facilitating the moving of students to a new school setting.*

School staff were pleased with the Transition In Program and expressed a desire to continue this program in the future. *Other than participant self-evaluation, however, no other measures of program effectiveness were conducted.*

NONPUBLIC SCHOOLS

Nonpublic schools rated highly the effectiveness of the equipment, hardware, software, instructional materials, library resources, and staff development purchased with Title VI funds.

ELIGIBILITY AND PARTICIPATION

Title VI funds are available through AISD to nonpublic, nonprofit schools within AISD boundaries. Nonpublic schools are contacted each spring to see if they would like to participate during the upcoming school year. Applicants must meet a number of eligibility requirements relating to compliance with federal nondiscrimination laws and nonprofit status. Funds are then allocated to approved applicants on a per-pupil basis for purchase of items selected by schools. All purchases are made through AISD, and the District retains title to, and exercises administrative control of, all equipment and supplies. Allocation, expenditures and cost per student for the 16 schools receiving funds in 1995-96 are listed in Figure 5.

FIGURE 5
NONPUBLIC SCHOOLS FUNDED BY TITLE VI, 1995-96

Nonpublic School	Allocation	Expenditure	Enrollment	Cost Per Student
Great Hills	$2,584	$553	426	$1.30
Hope Lutheran	$779	$418	192	$2.18
Kirby Hall	$1,004	$953	174	$5.48
Saint Mary's	$1,617	$1,172	274	$4.28
Saint Michael's	$1,961	1,914	330	$5.80
Saint Paul	$1,349	$1,342	225	$5.96
Austin Waldorf	$1,058	$977	213	$4.59
Sacred Heart	$1,420	$1,427	236	$6.05
Saint Austin's	$1,355	$1,335	234	$5.71
Saint Louis	$2,797	$2,392	471	$5.08
Saint Theresa's	$1,247	$898	211	$4.26
Redeemer Lutheran	$1,521	$1,428	294	$4.86
Saint Andrews	$2,311	$2,295	389	$5.90
Saint Ignatius	$1,527	$1,526	247	$6.18
Lanier Baptist	$179	$133	28	$4.75
Saint Martin	$636	$636	205	$3.10
TOTAL	**$23,345**	**$19,399**	**4,149**	**$4.68**

EFFECTIVENESS

To meet Texas Education Agency (TEA) reporting requirements, nonpublic school administrators were surveyed concerning the number of students impacted and the perceived effectiveness of the purchases made with Title VI funds. Completed forms were returned by all 16 nonpublic schools. Results are shown in Figure 6.

FIGURE 6
STUDENTS IMPACTED AND EFFECTIVENESS OF PURCHASES

CATEGORY	NUMBER OF SCHOOLS USING	STUDENTS IMPACTED*	EFFECTIVENESS (MEAN RATING)
Software/Hardware	2	683	4
Equipment	4	577	4
Instructional Materials	9	1,882	4
Library Resources	14	3,695	4
Staff Development	1	471	5

* Students receiving multiple services have been counted in more than one category

EFFECTIVENESS SCALE:

5 = EXTREMELY EFFECTIVE
4 = HIGHLY EFFECTIVE
3 = MODERATELY EFFECTIVE
2 = NOT VERY EFFECTIVE
1 = INEFFECTIVE

MEASURING EFFECTIVENESS

Nonpublic school administrators were asked to report what methods were used to measure the effectiveness of the programs supported by Title VI funds. Administrators responding to the survey (N=16) reported using from one to five methods to evaluate effectiveness. The most common method was a teacher survey and/or teacher evaluation (11 of 16). The second most common method of measuring the effectiveness of Title VI-funded materials was by examining student achievement test scores.

VISITING TEACHERS

Visiting Teachers rated highly the effectiveness of their services provided with Title VI funds.

FUNDING

During the 1995-96 school year, Title VI allocated $73,057 and expended $53,729 for Visiting Teachers. Four full-time teachers provided support services for AISD students at schools throughout the district. Title VI funded 1.7 full-time equivalents of these teachers.

PROGRAM DESCRIPTION

As part of the Department of School Support Services for AISD, the mission of the visiting teacher program is to support campuses in achieving success for all students by connecting district and community resources and providing direct and indirect services to students, parents, and staff. Visiting Teachers travel to schools to which they are assigned. Services which they provide to their schools include:

- Making home visits concerning attendance, medical/counseling referrals, crisis issues, clothing, food, discipline/educational needs;
- Meeting and consulting with principals, counselors, other support staff, and teachers regarding academic, behavioral and/or social needs of students;
- Contacting agencies by telephone, in writing, and through personal contact about services provided to students and/or families;
- Increasing awareness of services provided by agencies;
- Connecting parents with school and community resources;
- Participating in problem-solving meetings with school personnel and agencies;
- Providing emergency food, clothing and school supplies to families;
- Facilitating emergency shelter, rent, utilities and medicine;
- Problem-solving with parents regarding parenting and educational issues and decision-making skills;
- Making classroom observations on individual students for assessment purposes;
- Maintaining appropriate documentation for all services provided to students, parents, and schools;
- Communicating, in writing, with agencies, doctors, school staffs, and other individuals as needed;
- Follow-ups with parents, schools, and agencies regarding status of referrals;

- Counseling with students;
- Mediating conflicts between the home and the school;
- Serving as parent advocates during school meetings/conferences; and
- Increasing home/school communication by encouraging parents to visit the school and teachers to make home visits.

Job Requirements

Visiting Teachers provided by AISD are required to have a Master's degree and certification in teaching, counseling, or social work. In addition, Visiting Teachers are required to have a minimum of three years experience in classroom teaching or social work and have a valid Texas driver's license. Visiting Teachers are also required to have a thorough knowledge of AISD policies and academic requirements, knowledge of social services and programs available to meet a range of health, income, and social services needs, as well as knowledge of state, local, and federal laws affecting the lives of students and families.

Recommendations To AISD

When asked what the biggest obstacles they face on the job are, Visiting Teachers most often reported problems associated with discipline removal hearings. Often the Visiting Teacher has no prior information on the student and has never met the student or parent at the time of the removal. Other obstacles reported are paperwork demands and school staff having to limit the number of referrals so Visiting Teachers are not overloaded. Visiting teachers were asked to recommend ways AISD schools, administration, and teachers could help them do a better job. Visiting teachers recommended AISD provide school staff training to deal effectively with difficult students and provide more student information to Visiting Teachers prior to discipline removal hearings. A recommendation was also made to make arrangements to provide year-round schools with Visiting Teacher services during the summer months.

TITLE VI-FUNDED PROGRAMS EVALUATED BY OTHER OFFICE OF PROGRAM EVALUATION COMPONENTS

During the 1995-96 school year, Title VI allocated monies for two components whose budgets were funded primarily by the Title I federal grant. Consequently, for information about the evaluation of these programs, please consult the Office of Program Evaluation (OPE) Title I final report. In addition, one component was not evaluated because services were provided during summer school 1996.

READING RECOVERY

Title VI allocated $233,610 for the Reading Recovery program during the 1995-96 school year. Title VI funds were used for four Reading Recovery teachers at four elementary schools. Title VI funds were also used for one Reading Recovery Teacher leader and a part-time secretary. For a look at the evaluation of the full Reading Recovery program, please refer to the 1995-96 Title I final report (OPE Publication Number 95.02).

YEAR-ROUND SCHOOL INTERSESSIONS

Title VI allocated $34,000 for Year-Round School Intersessions at two AISD elementary schools during the 1995-96 school year. For a look at the evaluation of all the AISD Year-Round School Intersession programs, please refer to the 1995-96 Title I final report (OPE Publication Number 95.02).

HIGH SCHOOL COLLEGE DUAL CREDIT

During the 1995-96 school year, Title VI allocated $12,500 for students to attend Austin Community College (ACC) during the summer of 1996. A total of $1,584 was expended for nine students who met ACC qualifications from four AISD high schools to attend ACC summer classes. At the time this report was printed classes were still in progress; therefore, no evaluation was conducted on this program during the 1995-96 school year.

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